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Literature seldom alludes to the topic of appropriate expenditures for guidance services. A study was conducted of 404 of the 405 Ohio public school districts that participated in the National Defense Education Act (NDEA) of 1958, Title V-A program for reimbursement for guidance and counseling during the 1965-1966 academic year. Data was available on guidance programs from NDEA applications and affidavits. Conclusions of this study were: (1) a total of 1,611 counselors in Ohio qualified for reimbursement under NDEA during the 1965-1966 academic year, (2) the state mean pupil-counselor ratio was 421.89/1, (3) the mean State counselor's salary was \$9,623 and (4) a positive correlation was found to exist between school enrollment and cost of guidance per pupil. Recommendations listed for further studies in this area are: (1) non NDEA schools should also be studied, (2) size-cost-quality factors affecting the operation of school guidance programs should be studied, and (3) administrators should study their individual programs to determine costs. (Author/KJ)

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The Cost Of Guidance Services In Ohio Secondary Schools

A Study Of NDEA - Participating Schools, 1965-1966

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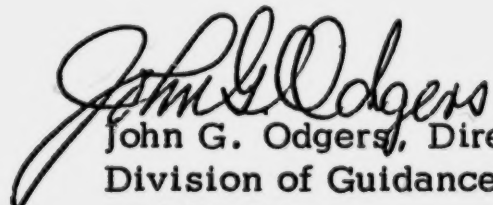
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FOREWORD

The information reported in this study has been summarized from a comprehensive survey of the cost of guidance services in Ohio schools in 1965-1966. It is hoped that it will provide helpful information and serve as a model for school administrators and guidance personnel as local plans are made for studying guidance costs and improving guidance services.

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and Testing

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

"Our school system would like to provide a quality guidance program, but can we justify its cost? How much are other comparable school districts spending for guidance?" These are among some of the more frequently heard questions regarding the financial aspect of school guidance programs. The literature seldom alludes to the topic of appropriate expenditures for guidance services. Saltzman (12:13) identified but thirteen references appearing in the literature from 1944 to 1962 relative to cost per pupil and/or percent of school budget for guidance services. A cursory review of the literature from 1962 to date also reflects an insignificant number of references to this important facet of school administration. The only prevalent reference to this topic is that an annual budget for the school's guidance department is consistent with sound fiscal control. Recommendations indicate that typically two to five percent of the total school budget should be earmarked for guidance.

Conspicuous by their absence are recent and valid studies regarding the cost of guidance conducted by federal, state or local agencies. The most recent national level study was conducted by the Office of Education, U. S. Department of Health, Education and Welfare, in 1965 (15). TABLE V reflects the findings of this U. S. O. E. study which are considered to be relevant to this project. An inquiry was directed to each state department of education in September 1967 to ascertain the disposition of information they had on file regarding cost of guidance services in their state. Although 30 states responded (by January 1, 1968), only six submitted data considered relevant in terms of the types of information collected in this Ohio study. Saltzman (12) conducted a study on the cost of guidance for NDEA participating Ohio school districts during the 1962-1963 school year. Although this study does identify numerous significant implications for pupil personnel administration, many of its findings are no longer pertinent. Those findings are affected by such factors as our inflated economy and an increased participation in NDEA by Ohio public schools. During the 1962-1963 school year, 52 percent of Ohio's public school districts and 56 percent of Ohio's public secondary school students participated, as contrasted to 54 percent of Ohio's school districts and 70 percent of Ohio's secondary school students during 1965-1966. Studies by Schreiner (13) (Pennsylvania) and Herbst (8) (Wisconsin) are the only identified university-sponsored studies since 1960 treating this topic.

METHODOLOGY

A study was conducted of 404 (131 city, 35 exempted village, 238 local) of the 405 Ohio public school districts that participated in the National Defense Education Act of 1958, Title V-A program (administered by the Division of Guidance and Testing, Ohio Department of Education) for reimbursement for guidance and counseling during the 1965-1966 academic year. These

school districts comprised the sample for this study because: (1) data on guidance expenditures were readily available from NDEA applications and affidavits submitted by these districts; and (2) this group included those school districts serving a major portion of Ohio's secondary school students. The data were categorized into thirty-three variables for each school district. Computer services were utilized to generate State means and other desired information. It is emphasized that this study considered only those programs at the secondary school level (i.e. grades 7-12, or the portions thereof) that participated in the NDEA reimbursement program.

FINDINGS

The study group included 54 percent of Ohio's public school districts enrolling 70 percent of the State's public school students who attended grades seven through twelve. (4) A total of 1,611 counselors (1,344 certificated and 267 non-certificated) were employed by the participating districts. This constituted employment of a total of 1,335.54 counselor equivalents, which compared with a total of 1,864.89 (1:Sec.11, pp 6) for all school districts in the State of Ohio.

The following tables indicate the more significant data revealed by the 33 variables computed on each of the 404 districts. The five geographic districts alluded to in TABLES I, II, and III coincide with the supervisory staff assignments of the Guidance Services Section, Division of Guidance and Testing, Ohio Department of Education, and are designated on the map below.

FIGURE I

SUPERVISORY DISTRICTS OF GUIDANCE SERVICES SECTION, DIVISION OF GUIDANCE AND TESTING, OHIO DEPARTMENT OF EDUCATION



TABLE I reflects the most significant data relative to the number of guidance personnel and system enrollment per supervisory district of the Division of Guidance and Testing, Ohio Department of Education.

Because of the wide range that exists in mean secondary school district enrollments among the five supervisory districts, such factors as "total counselor equivalents," "number of counselors," and "enrollment" are not helpful as a basis for comparison. Therefore, the reader's attention is directed to such data in TABLE I as the means of the various categories per supervisory district and state-wide, and pupil-counselor ratios. The following data are considered significant when making a cursory analysis of the cost of guidance services in Ohio public high schools:

1. The mean number of certificated counselor equivalents employed per school district ranged from 1.31 (Southeastern) to 3.83 (Southwestern). However, because this compares the two sections of the state having the lowest and highest mean enrollments per school district (664 -vs- 1,762), a more meaningful comparison is that based upon pupil-counselor ratio. In this respect the same two geographic areas reflect the highest and the second lowest ratios (444.22/1 -vs- 417.89/1) respectively.
2. Even though Southwestern Ohio possessed the second lowest pupil-counselor ratio--which is frequently considered to be a significant criterion for identifying "quality" guidance services--that section of the state also employed the greatest number of non-certificated personnel (96), which constituted 36 percent of all employed non-certificated counselors in the State. The school districts mean for this section of the State was 1.03 non-certificated counselors, as compared with a mean of .51 persons per school district in Southeastern Ohio--the section having the highest pupil-counselor ratio--and compared with the State mean of .66 persons per school district.

The personnel and non-personnel cost factors related to guidance services in supervisory districts of the Division of Guidance and Testing are reported in TABLE II. The following are considered to be the most significant findings:

1. Data concerning counselors' salaries should be interpreted as they relate to the overall expenditures for guidance and education. It is interesting to note however that the State mean expenditure for certificated counselors was \$9,787 (including the school districts' contribution to the State Teachers' Retirement System), however the spread per

TABLE I

GUIDANCE PERSONNEL AND MEAN ENROLLMENTS IN
SUPERVISORY DISTRICTS OF THE DIVISION OF GUIDANCE AND TESTING

	NORTHWESTERN		NORTH CENTRAL		NORTHEASTERN		SOUTHEASTERN		SOUTHWESTERN		STATE	
	No.	M #	No.	M #	No.	M #	No.	M #	No.	M #	No.	M #
COUNSELORS												
Number Certified												
Counselor Equivalents	139.07	1.96	346.71	3.73	342.61	3.11	48.52	1.31	356.60	3.33	1,234	3.05
Number Non-Certified												
Counselor Equivalents	14.21	.20	20.20	.22	25.06	.23	6.82	.19	35.74	.38	102	.25
TOTAL Counselor Equivalents	153.28	2.16	366.91	3.95	367.67	3.34	55.34	1.50	392.34	4.21	1,336	3.30
COUNSELORS												
Number Certified												
Counselors (Persons)	151.00	2.13	388.00	4.17	366.00	3.33	53.00	1.43	386.00	4.15	1,344	3.33
Number Non-Certified												
Counselors (Persons)	40.00	.56	48.00	.52	64.00	.58	19.00	.51	96.00	1.03	267	.66
TOTAL Number Counselors (Persons)	191.00	2.69	436.00	4.69	430.00	3.91	72.00	1.94	482.00	5.18	1,611	
ENROLLMENT												
Mean System Enrollment (7-12)*	944		1,559		1,481		664		1,762		563,453	1,395
RATIO												
Pupils Per Counselor Equivalent	437.48		395.10		443.04		444.22		417.89		421.89	
SCHOOL DISTRICTS # PARTICIPATING	71		93		110		37		93		404	

*Enrollment for only those grades per system that participated in NDEA program.

#School district mean per supervisory district, Division of Guidance and Testing, Ohio Department of Education.

supervisory districts was \$3,678 (\$7,372 in Southeastern--\$11,550 in Northcentral). This would seem to be consistent with the general economic status of these geographic areas of the state (e.g. general cost of living, average income, teachers' salaries, etc.).

2. The amount expended on counselors' salaries throughout the State averaged 90 percent of the total cost of the guidance program. This ranged from 82 percent in Southeastern to 91 percent in Northeastern and Southwestern. In the same frame of reference, clerical salaries and retirement ranged from 6 percent of the total cost of guidance in Northeastern, Southeastern, and Southwestern to 8 percent in Northcentral. The State mean cost of clerical salaries was 7 percent of the total cost of guidance. The validity of these data is questionable because there were no criteria for determining precisely what portion of a secretary's work day was devoted to truly guidance-related activities (e.g. What portion of her time is spent in "administrative-related" activities rather than guidance per se?). Mean cost of guidance personnel accounted for 97 percent of the total cost of guidance. The State mean for percent of total guidance budget expended for personnel ranged from 90 percent in Southeastern to 97 percent in Northcentral, Northeastern, and Southwestern.
3. It is evident that non-personnel costs constitute a relatively insignificant portion of the total cost per pupil. The portions of the cost of guidance were 2 percent for testing, 1 percent for guidance materials, and less than 1 percent for miscellaneous.
4. The total guidance cost per pupil (on the basis of school district means) ranged from \$20.66 in Southeastern to \$32.23 in Northcentral, with a State mean of \$25.40. The same cautions would apply when interpreting these data as was discussed in #1 above. Also, data were not available relative to the percentage of the school districts' total budget that was allocated for guidance services. As previously discussed, the literature suggests that typically from 2 to 5 percent of the school district budget should be designated for the guidance program. Applying the total cost per pupil (weighted mean) in average daily membership for the State of Ohio for the 1965-1966 school year of \$439.19 (3:Sec. 2, pp. 38), the expenditure for guidance for the schools in this study was approximately 5.8 percent of this total.

TABLE II

MEAN SCHOOL DISTRICT AND PER PUPIL COSTS FOR GUIDANCE IN SUPERVISORY
DISTRICTS OF THE DIVISION OF GUIDANCE AND TESTING

	NORTHWESTERN			NORTH CENTRAL			NORTHEASTERN			SOUTHEASTERN			SOUTHWESTERN			STATE MEAN		
PERSONNEL SALARIES																		
Counselors' Salaries*	\$8,896		\$11,330		\$9,147		\$7,750		\$9,022		\$9,623							
Certificated*	9,108		11,550		9,218		7,872		9,143		9,787							
Non-Certificated*	6,815		7,551		8,180		6,884		7,810		7,649							
	\$/Pupil	%/Cost	\$/Pupil	%/Cost	\$/Pupil	%/Cost	\$/Pupil	%/Cost	\$/Pupil	%/Cost	\$/Pupil	%/Cost	\$/Pupil	%/Cost	\$/Pupil	%/Cost	\$/Pupil	
Counselors' Salaries/ Pupil*	\$20.33	89%	\$28.68	89%	\$20.64	91%	\$17.45	84%	\$21.59	91%	\$22.81	90%						
Clerical Salaries/ Pupil*	.72	7	2.55	8	1.33	6	1.19	6	1.48	6	1.73	7						
Mean Personnel Costs/Pupil	22.05	96	31.23	97	21.97	97	18.64	90	23.07	97	24.54	97						
NON-PERSONNEL COSTS																		
Testing Cost/Pupil	.66	3	.74	2	.49	2	.94	5	.50	2	.60	2						
Materials Cost/Pupil	.22	1	.21	1	.19	1	1.07	5	.14	1	.22	1						
Miscellaneous Cost/ Pupil	.01	0+	.05	0+	.05	0+	.01	0+	.06	0+	.04	0+						
TOTAL GUIDANCE COST/ PUPIL	\$22.94	100%	\$32.23	100%	\$22.70	100%	\$20.66	100%	\$23.77	100%	\$25.40	100%						

* All counselors' salary data include the 11% contribution by the employing school district to the State Teachers' Retirement System. Clerical salary data include the 10% contribution by the employing school district to the School Employees' Retirement System. The 11% and 10% contributions were in affect during the 1965-66 school year.

Taxes are the primary source of financial support of public education. Local guidance programs are either directly or indirectly supported by funds emanating from the federal, state, and local levels. Among the federal programs providing financial support for local guidance programs are the National Defense Education Act of 1958 (as amended), the Vocational Education Act of 1963, and the Elementary and Secondary Education Act of 1965. Guidance programs in Ohio's schools do not qualify for financial support under the Ohio School Foundation Program. Local financial support for public education is expressed in terms of the number of mills voted by the electorate of the school district. TABLE III reflects the mean school district millage and tax valuation per pupil for the five supervisory districts of the State. It is significant to note that the range of average millage was from 21 (Southeastern) to 28 (Northcentral), which coincides with a previous reference to data regarding guidance services expenditures per pupil (i.e. TABLE II). The State mean for voted millage was found to be 26 mills per school district. Tax valuation per student represents an index for determining the school districts' ability (taxable dollars on the tax duplicate) to support public education. These ranged according to supervisory districts from \$12,037 (Southeastern) to \$15,116 (Northcentral) per school district, with a State per pupil mean of \$13,485.

TABLE III

MEAN SUPERVISORY DISTRICTS MILLAGE FOR EDUCATION AND
TAX VALUATION PER PUPIL

	NORTHWESTERN	NORTHCENTRAL	NORTHEASTERN	SOUTHEASTERN	SOUTHWESTERN	STATE
Millage (mills)*	25	28	27	21	26	26
Valuation Per Pupil (dollars)*	\$13,396	\$15,116	\$13,204	\$12,037	\$12,831	\$13,485

*From (3)

#From (5)

NOTE: data are rounded off to nearest mill and to nearest dollar.

The school district organization study in Ohio has many implications for pupil personnel services. Some persons have generalized that "larger" school systems can provide higher quality programs for less cost per pupil. TABLE IV reflects the mean guidance cost per pupil grouped according to secondary (7-12)

TABLE IV

MEAN GUIDANCE COST/PUPIL PER SECONDARY ENROLLMENT OF SCHOOL DISTRICTS

DISTRICT SECONDARY ENROLLMENT (7-12)

COST BREAKDOWN		300 or Less		301-700		701-1100		1101-1500		1501 or More		TOTAL	
Number of Districts		18		117		99		60		110		404	
		\$/Pupil	%/Cost	\$/Pupil	%/Cost	\$/Pupil	%/Cost	\$/Pupil	%/Cost	\$/Pupil	%/Cost	\$/Pupil	%/Cost
Counselors' Salaries*	\$16.41		93%	\$19.82	88%	\$20.63	90%	\$20.65	90%	\$24.04	90%	\$22.81	90%
Clerical Salaries*	.54		3	1.26	6	1.49	6	1.64	7	1.86	7	1.73	7
Testing	.37		2	.59	3	.56	3	.45	2	.63	2	.60	2
Guidance Materials	.30		2	.75	3	.23	1	.24	1	.15	1	.23	1
Miscellaneous	.00		0	.07	0	.05	0	.04	0	.04	0	.05	0
TOTAL PER PUPIL#	\$17.62		100%	\$22.49	100%	\$22.96	100%	\$23.02	100%	\$26.72	100%	\$25.40	100%

*Includes school districts' contribution to State Teachers' Retirement System for counselors (11%) and to School Employees' Retirement System for clerical (10%).

enrollment of the school districts. Although the "smallest" school districts (i.e. those with enrollments of 300 or less) allocated a higher percentage of the total guidance expenditures for counselors' salaries than did the larger districts, the actual amount of expenditure for guidance per student was significantly less for districts enrolling 300 or fewer students than for those enrolling 1,501 or more students (i.e. \$16.41 -vs- \$24.04, with a State mean of \$22.81). Districts enrolling 300 or fewer students allocated a lower percentage of the total cost per pupil for clerical salaries than did the largest districts, and also expended significantly less for clerical salaries in terms of the actual amount per student (i.e. \$.54 -vs- \$1.86, with a State mean of \$1.73). Smaller districts allocated approximately the same percentage of the total cost per pupil for testing as did the larger districts, however once again, the actual expenditure per pupil was significantly less. It is interesting to note that smaller districts allocated a higher percentage of the total cost per pupil for materials than the State mean, and also expended a greater amount of money per pupil than the State mean (i.e. \$.30 -vs- \$.23). A high positive relationship existed between the secondary level school district enrollment and the total cost per pupil for guidance services. These costs ranged from \$17.62 for districts enrolling 300 or fewer student to \$26.72 for those enrolling 1,501 or more students (in grades 7-12), with a State mean of \$25.40.

In reference to the previously stated generalization that larger school districts can operate more economically than smaller ones, the data in TABLE IV do not support this statement. Rather, it was generally found that the costs per pupil for guidance services increased with enrollment--however not in direct porportion to enrollment increase. TABLE V, based on a 1961 U. S. Office of Education study of cost of guidance services in 5,718 school districts throughout the nation (15), generally substantiates the Ohio data referred to above. Two pertinent factors which should be considered relative to these findings are: (1) the salary schedules for larger school districts are typically higher than for smaller ones--thus attributing to the higher amount expended per pupil for personnel (i.e. counselors and clerical staff); and (2) because the quality factor was not considered in this study, there is no way of determining the cost/quality relationship. It might be generalized that costs are higher in larger school districts primarily because of the employment of higher quality educational specialists, newer facilities, better quality materials, etc. However, this hypothesis cannot be verified until a study is conducted utilizing some framework of evaluative criteria in relation to the actual cost factors.

TABLE VI summarizes the findings relative to pupil/counselor ratio, millage, tax valuation per pupil and total cost per pupil for guidance services according to secondary enrollment groupings of participating school districts. The latter three categories have been discussed, however it is appropriate to note that no general ratio-to-enrollment pattern exists in relation to the other three categories. Once again, without consideration of the quality factor, ratio alone is a somewhat insignificant variable.

TABLE V

**SECONDARY SCHOOL ENROLLMENT AND COST OF GUIDANCE SERVICES
BY SIZE OF DISTRICT: UNITED STATES, 1960-1961***

District Enrollment	Number of Districts	Secondary Enrollments	Cost Per Pupil
All Districts	5,718	8,860,000	\$17.80
10,000+	106	2,353,000	18.40
6,000-9,999	108	825,000	18.70
3,000-5,999	383	1,578,000	18.60
1,000-2,999	1,365	2,195,000	17.40
500-999	1,716	1,231,000	15.90
150-499	2,040	678,000	17.20

*Adapted from (15:6)

TABLE VI

**MISCELLANEOUS DATA REPORTED BY SECONDARY SCHOOL
DISTRICT ENROLLMENT**

District Enrollment (7-12)	Ratio (Pupils Per Counselor Equivalent)	Voted School Millage*	Tax Valuation Per Pupil#	Total Cost/ Pupil for Guidance Services
300 or Less	419.07	25.31	\$11,722.82	\$17.62
301-700	427.67	25.07	13,853.12	22.45
701-1100	413.82	26.30	12,655.98	22.96
1101-1500	417.12	26.48	14,675.00	23.02
1501 or More	423.47	27.59	15,271.78	26.72
State Mean	421.89	26.28	\$14,733.02	\$25.40

*From (3)

#From (5)

TABLE VII contains some of the more significant miscellaneous data indicating the ranges existing in certain variables among participating school districts.

TABLE VII
MISCELLANEOUS DATA INDICATING VARIABLE RANGES
AMONG SCHOOL DISTRICTS

	Number of Districts		State Mean
<u>Number of Counselors Employed:</u>	23	Employed <u>0</u> certificated counselors	3.33
	251	Employed <u>0</u> <u>non</u> -certificated counselors	.66
	226	Employed <u>2</u> or <u>more</u> certificated counselors	3.33
	42	Employed <u>7</u> or <u>more</u> counselors	3.99
<u>Millage for Education:</u>	9	Levied 16 or less mills	26.28
	27	Levied 33.6 or more mills	26.28
<u>Pupil-Counselor Ratio:</u>	73	Had a ratio less than 380/1	421.89
	76	Had a ratio exceeding 380/1, but less than 405/1	421.89
	160	Had a ratio exceeding 430/1	421.89
<u>Tax Valuation Per Pupil:</u>	98	Had a per pupil valuation of \$9,000 or less	\$14,733.02
	160	Had a per pupil valuation of \$18,000 or more	14,733.02
<u>Enrollment (7-12):</u>	18	Had enrollment of less than 300	1,710
	111	Had enrollment of 1,500 or more	1,710

TABLE VIII contains comparable data from identified studies which have been conducted during the period 1960-1967 concerning the cost of guidance services in secondary schools. The reader is reminded that certain variables (e.g. size of samples, years in which data were collected, criteria for selection of sample, and range of economic levels among sections of the nation) should be considered carefully when viewing TABLE VIII.

TABLE VIII
COMPARABLE DATA FROM IDENTIFIED
STUDIES 1960-67 ON COST OF GUIDANCE
SERVICES IN SECONDARY SCHOOLS

State Source of Data	Bibliographic Reference	Academic Year	Sample	Mean Pupils Per Counselor	Mean Total Guidance Cost/Pupil	Mean Counselors' Salary/Pupil	Mean Clerical Salary/Pupil	Mean Testing Cost/Pupil	Mean Materials Cost/Pupil
OHIO - This Study	--	1965-66	404 districts* 690,844 students	422	\$25.40	\$22.81	\$1.73	\$.60	\$.23
Arkansas	6	1966-67	240 counselors*		11.30				
California	14	1963-64	151 districts* 514,958 students	358	32.90	27.43	3.93	.77	.24
Connecticut	2	1965-66	240 districts* 214,546 students			24.41	1.36	.53	
Eastern Suburb	11:336		1 township	250	60.00				
Hawaii	7	1966-67	State*	475	18.02				
Maine	10	1966-67	68 schools*	358	26.21				
Massachusetts	9	1966-67	470 schools* 344,240 students		28.00				
Ohio	12	1962-63	379 districts* 380,732 students		20.74	19.72	1.48	.60	.27
Pennsylvania	13	1963-64	23 schools Montgomery Cty.		25.20	21.85	2.00	.74	.32
United States	15	1960-61	5,718 districts* 8,860,000 students	482	17.80	17.26		.57	

*NDEA participating schools and/or school districts.

CONCLUSIONS

This study considered the cost of secondary school guidance services in 404 of the 405 Ohio public school districts that participated in the National Defense Education Act of 1958, Title V-A, during the 1965-1966 academic year. The following represents a summary of the more significant findings.

1. A total of 1,611 counselors qualified for reimbursement under NDEA during the 1965-1966 academic year, 1,344 of whom held a valid Ohio school counselor's certificate. A total of 1,336 counselor equivalents qualified for NDEA

reimbursement and 1,234 of these equivalents were fully-certificated.

2. The mean State secondary (7-12) school district enrollment was 1,395 students; 18 districts had enrollments of less than 300 students and 110 districts reported enrollments of 1,501 or more students.
3. The State mean pupil-counselor ratio was 421.89/1; 73 districts had a ratio of less than 380/1 and 160 districts had ratios that exceeded 430/1.
4. The mean State counselor's salary (including retirement expenditure) was \$9,623, ranging from a mean of \$7,750 in the Southeastern District to \$11,330 in the North-central District. This constituted a spread of means of \$3,580.
5. The most significant portion of the total guidance budget was expended for personnel. Counselors' salaries accounted for 90 percent (State mean) of the total guidance budget and clerical salaries consumed 7 percent (State mean).
6. The State mean cost per pupil for guidance services was \$25.40, ranging from a mean of \$20.66 in Southeastern to \$32.23 in Northcentral.
7. The mean school millage by district ranged from 21 (Southeastern) to 28 (Northcentral) with a State mean of 26. Mean school district tax valuation per pupil ranged from \$12,037 (Southeastern) to \$15,116 (Northcentral) with a State mean of \$13,485.
8. A positive correlation existed between school enrollment and cost of guidance per pupil. The 8 school districts enrolling 300 or fewer secondary students expended \$17.62 per pupil and the 110 districts enrolling 1,501 or more secondary students expended \$26.72 per pupil. The State mean was \$25.40.

RECOMMENDATIONS

The following recommendations are offered regarding future studies concerning the cost of guidance services.

1. "We are always faced with the inadequate but inevitable

quantitative approach to evaluation." (6:1) This statement represents a quite typically inhibiting factor to meaningful studies regarding cost of guidance services. Cost factors are often meaningless unless they can be considered in relation to quality criteria. It is strongly recommended that studies be initiated that embrace not only cost factors, but also evaluative (quality) criteria. In this way, some conclusions can be drawn that the expenditure of a given amount of money is or is not associated with clearly identified quality factors of a guidance program.

2. Evidence of on-going studies at local, state, and national levels to determine costs are conspicuous by their absence. However, because the effort expended in such studies is indeed justified, it is recommended that administrators at all levels consider annual reports regarding this phase of their programs.
3. The vast majority of the data identified in this study were based on NDEA-participating guidance programs. Information on these schools is more easily obtainable in Ohio as well as many other states, however it could be questionable whether such data are representative of all guidance programs in the State. Effort should be made in future studies to either include all schools within the state, or to study a representative sample of both NDEA and non-NDEA programs.
4. The professional literature typically suggests that budgets established for guidance departments are consistent with sound fiscal control. However a cursory view of local guidance departments reveals that many do not possess well-defined and operational budgets. The literature also suggests that the budget should be supportive to the unique goals and objectives of each guidance department, thus minimizing the possibility of guidance being forced into the precarious position of having the availability of funds dictate the nature of the guidance program.
5. Much consideration is being given to the size-cost-quality factors of educational programs; however, little consensus has been reached. Because of its implications for the crucial issue of school district organization, it is recommended that studies be conducted regarding the size-cost-quality factors affecting the operation of school guidance programs.

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